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ABSTRACT

This content analysis schedule for the City of Lakewood School District of Lakewood, New Jersey, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, scheduling, and instructional materials. (SK)

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#501
Lakewood, New Jersey

ED 074881

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

UNVERIFIED

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 501

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Dick Hess /mss Date March-1972

0.2 Name of Project Bilingual Education in a Consortium

0.3 Address of Project City of Lakewood School District

0.4 100 Linden Street
Lakewood, New Jersey 08701

.05 STATE 0.5 17

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	(17)-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
07 - (1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 NO

2.2 Year prior funding began

2.2 n-a

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 n-a

2.4 Source of prior bilingual program funding:
1-local
2-state
3-foundation
4-university
5-federal (specify)
6-other (specify)

2.4 n-a

2.5 (1)-CONCURRENT funding

0.4 100 Linden Street
Lakewood, New Jersey 08701

.05 STATE

0.5 17

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	(17)-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.

97 - 1969
07 - (1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 NO

2.2 Year prior funding began

2.2 n-a

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 n-a

2.4 Source of prior bilingual program funding:

1-local	4-university
2-state	5-federal (specify)_____
3-foundation	6-other (specify)_____

2.4 n-a

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.6 1,2,3

2.7 Source of concurrent funding, if cooperating with Title VII program:

(1)-local	(4)-federal (specify)_____
2-state	5-other (specify) _____
3-university	6-foundation support _____

2.7 1,4

2.8 Total Title VII grant (first year only)

2.8 $277,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)

2.9 700,000

3.0 (1)-If a UNIVERSITY is working with the Title VII program, specify which: Ocean County College
Montclair State College
0-none

3.0 1 cp 44

cp 31 Students from Georgian Court College will volunteer their services.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 5

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 810
B. Second year B 470
C. Third year C _____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	.....
K-Kndgtn	.....

PSK ns TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	4
8-grade 8	.....
9-grade 9	.....

B 120 TOTAL students gr. 7-9

Grade	Number of Classes
1-grade 1	.....
2-grade 2	.....
3-grade 3	.....
4-grade 4	_____
5-grade 5	_____
6-grade 6	_____

A ns TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	.....
11-grade 11	.....
12-grade 12	.....

C _____ TOTAL students gr. 10-12

4.3 PSK } 250
A
B 470
C _____

PSK + A = 250 students

4.4 1-All classes graded 4.4 1
2-All classes ungraded (graded classes substitude for non-graded in 1971-72)
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: _____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 235	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 235

I Total Non-English Dominant: 235

II Total English Dominant: 235

5.0

		No.	%
NE dom N-EMT	I	235	50 %
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	235	50 %
Total E-Dom II= II_1 + II_2		235	50 %

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	.....
K-Kndgtn	.....

PSK ns TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	4
8-grade 8	.....
9-grade 9	.....

B 120 TOTAL students gr. 7-9

4.3 PSK A 250 B 470 C .....

1-grade 1	.....
2-grade 2	.....
3-grade 3	.....
4-grade 4	.....
5-grade 5	.....
6-grade 6	.....

A ns TOTAL students gr. 1-6

10-grade 10	.....
11-grade 11	.....
12-grade 12	.....

C ..... TOTAL students gr. 10-12

PSK + A = 250 students

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: .....

4.4 1 (graded classes substitute for non-graded in 1971-72)

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 235	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 235

I Total Non-English Dominant: 235

II Total English Dominant: 235

5.0	No.	%
NE dom N-EMT I	235	50 %
E dom NEMT II_1	...	...
E-Dom EMT II_2	235	50 %
Total E-Dom II= II_1 + II_2	235	50 %

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E. speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	..... %	.....
B2 Puerto-Rican	B2	235	50 %	✓
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		235	50 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ..... n.s	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of EIT students other than target population	235	50 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 n s

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent		
Number	%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %

B1 Mexican-American	B1	..... %	.....
B2 Puerto-Rican	B2 } 235	50 %	✓
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	235	50 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ..... n.s	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	235	50 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 n s

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 235	English	50	✓	.....	.....	✓	.....	.....	.....	.....
A	American Indian	.....	.....	.....	.....	.....	.....	.....	.....	.....
A1	Navajo	.....	.....	.....	.....	.....	.....	.....	.....	.....
A2	Cherokee	.....	.....	.....	.....	.....	.....	.....	.....	.....
A3	Keresan	.....	.....	.....	.....	.....	.....	.....	.....	.....
A4	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....	.....
B 235	Spanish	50	✓	.....	.....	✓	.....	.....	.....	.....
C	Portuguese	.....	.....	.....	.....	.....	.....	.....	.....	.....
D	French	.....	.....	.....	.....	.....	.....	.....	.....	.....
F	Chinese	.....	.....	.....	.....	.....	.....	.....	.....	.....
G	Eskimo	.....	.....	.....	.....	.....	.....	.....	.....	.....
H	Russian	.....	.....	.....	.....	.....	.....	.....	.....	.....
J	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....	.....

5.6 Recruitment of Students: 5.6 NS

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E-Som pupils in project area: see Chart C 5.7 72 %
n.s- not specified on the chart
See xerox attached 4a

5.8 Community Characteristics (mark ally that apply) 5.8 3, 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb 88 %
4 - rural, farm 12 %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 65 %
B. Average family income, if mentioned Pg 24 P B. under $3,000
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 NS
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I D
II O

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)

5.8 3, 4 attached 4a

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb 88 %
4 - rural, farm 12 %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 65%
Pg 24 P B. under $3,000

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank:)
n.a. - not applicable (no EMT)
00 - not specified

5.10 n.s.

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.1 I 0
II 2

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.2 I na
II .....

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A .....
B .....
C na

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

Table 1

DISTRIBUTION OF SPANISH-SPEAKING STUDENTS
IN RELATION TO THE TOTAL STUDENT ENROLLMENT
IN SELECT NEW JERSEY PUBLIC SCHOOL DISTRICTS*

September 30, 1969

District	Total Public School Student Enrollment	Total Public School Spanish-Speaking Student Enrollment	Percentage of Total Public School Enrollment
Camden City	20,023	2,160	10.8
Elizabeth	15,837	1,948	12.3
Hoboken	7,804	3,553	45.5
Lakewood	4,766	385	8.1
Paterson	26,058	4,672	17.9

*SOURCE: Selected Characteristics of each New Jersey School, Public School District, and County, September, 1969. by M. Jack Krupnick, Office of Statistical Services, May, 1970, New Jersey State Department of Education.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 II 4

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 ns
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ✓ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 na

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 ns

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ✓ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: ns

B Total Number Bilingual: ns

Total Number of Teachers
N ns

7.1

		No.	%
I	A	___	___
I	B	....	....
II	A	....	....
II	B	....	....
II_1	A	___	___
II_1	B	___	___
	A	ns	___
	B	ns	___
	N	ns	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ✓ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II$_1$ A	—	—
II$_1$ B	—	—
A	ns	—
B	ns	—
N	ns	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
ns	ns	ns

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 NS
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

II E Dom EMT		II A	
		II B	
		II A	
II E Dom N-EMT		II B	
		A	ns
		B	ns
		N	ns

A Total Number Monolingual: ns

B Total Number Bilingual: ns

N Total Number of aides or paraprofessionals: ns

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 NS

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
ns			ns			ns	ns		
0-not specified									

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. ns % ____

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A ns
B ____

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 ns no.'s ____

n.s.-qualifications not spcified
0-previous courses not specified
1.____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.____previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4.____previous teaching in local area/live in the community
5.____courses in N-EMT language structure and usage/ linguistics c FL trainin
6.____courses in N-E literature/ or literacy in Spanish
7.____must be bilingual
8.____any previous education through N-EMT/content of courses learned through N-EMT
9.____courses in teaching ESL/audio lingual approach
10.____courses in methods of teaching N-EMT language/language development
11.____courses in methods of teaching content (e.g. math)in N-EMT
12.____certification in ESL/or experience teaching ESL
13.____certification in teaching N-EMT
14.____cross cultural courses
15.____courses in the cultural heritage, values, deep culture of N-EMT or travel
16.____other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 2, 4 ____
B ____

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	____	____
2-The teaching of English as a second language	✓	____
3-X as their second language	____	____
4-The teaching of X as a second language	✓	____
5-Methods of teaching other academic subjects		

0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 ns . no.'s _____

n.s.-qualifications not spcified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ... previous teaching through N-EMT (in country where it is a native language, in Peace Corps) / native-like
4. ... previous teaching in local area/live in the community / competence
5. ... courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ... courses in N-E literature/ or literacy in Spanish
7. ... must be bilingual
8. ... any previous education through N-EMT/content of courses learned through N-EMT
9. ... courses in teaching ESL/audio lingual approach
10. ... courses in methods of teaching N-EMT language/language development
11. ... courses in methods of teaching content (e.g. math)in N-EMT
12. ... certification in ESL/or experience teaching ESL
13. ... certification in teaching N-EMT
14. ... cross cultural courses
15. ... courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ... other qualifications, specify

8.0 STAFF DEVELOPMENT 8.1 A 2, 4 _____ B _____

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	✓	
3-X as their second language		
4-The teaching of X as a second language	✓	
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

8.2 Stated goals of teacher training are: 8.2 I 13, 17, 22 II 13, 17, 22

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		
List specific courses if given (or Xerox and attach)		
8a 13- Tuscon Early Education Model	X	X
17- Develop materials reflecting urban students	X	X
22- Foster teacher involvement with parents	X	X

See Xerox attached

7a

8.1
8.2
Staff development

MONTCLAIR STATE COLLEGE
INSTITUTION OF HIGHER EDUCATION SUPPORT PROGRAM
EPDA B-2 PROJECT

Through extensive interfacing with its continuing EPDA B-2 Project, Montclair State College proposes that it will be able to provide, for cities with Title VII involvement, counselors, school social workers (visiting teachers), and teacher aides from participants in the B-2 training program.

Using a modified version of the multi-workshop approach to certification and course credit described in the accompanying pages, the Urban Institute of Montclair State College plans to employ, as co-adjutant staff, professional members of the Title VII teams in cooperation cities who will carry on the required leadership role to implement relevant workshops and seminars selected from among those included in the following descriptions. It is proposed that such workshops be conducted in centers close to the Title VII cities using a bilingual approach. Just such an approach was used by the college in training B-2 participants in the 1969-70 project.

Educators attempting to analyze the roots of student disruption or in-school rebellions tend to deal with the school in a vacuum, as an entity separate from the pressures and problems of the surrounding community. Colleges have traditionally offered teacher education programs in which prospective teachers are taught to be concerned with in-school roles and activities only. The same weaknesses can be found within the college community itself. This perpceptual isolation of the school from the rest of the community forces students to leave behind the realities of daily living. It is little wonder that students have difficulty relating to the highly artificial environment of the traditional school.

The Urban Institute recognizes that (1) the urban school merely reflects and reacts to the problems and pressures of the community surrounding it; (2) the college and the local school as well as the people associated with both (students, parents and faculty) must begin to address themselves to all urban problems which affect or are related to education; and (3) new teacher training approaches and techniques must be created to help teachers begin classroom assignments by dealing with the interests and needs of the urban student.

The Institute proposes offering a special series of short term workshops during the 1970-71 fall and spring semesters. The workshops will offer teacher training based on a series of successful experiences rather than merely defining teaching readiness in terms of required courses taken. The proposed program will emphasize communication skills and improved curriculum development practices through student involvement and the utilization of the community and

other student interests as laboratory and subject matter. The courses will be designed to (1) help interns understand and become more aware of specific problems facing urban students and his community and (2) help interns provide students with an education which can be immediately applied to real, human problems with all the complexities and differences of perception and reaction which accompany them.

The 80 interns who participate in the summer institutes and 35 interns who enter the program in September will be invited to earn 18 credit hours by participating in the following workshops or seminars (9 credit hours each semester):

(a) Community affairs workshops - 40 interns, 4 credit hours

A series of workshops will be held to examine the role of the teacher and the school in relationship to the entire community. Emphasis will be placed on the theoretical relationships expertise in different areas involving community affairs will be invited to analyze and discuss teacher education; administration of local schools and systems; supervised teaching, curriculum relevancy and community relations. The workshops will also deal with the emotional aspects of teaching, the approaches to promoting change in education, drug abuse in schools, etc. A special Northern New Jersey Regional Planning Conference will be held as part of the workshop series.

(b) Intercollegiate awareness institutes - 20 interns, 6 credit hours

The college through the Urban Institute has been using Education Professions Development Act (EPDA) funds to conduct extensive training workshops for college personnel working with urban, disadvantaged students. These workshops are designed to help make college faculty members more aware of the specific problems involved in teaching inner-city students and the immediate, critical needs which must be met. More than 200 faculty people from the following four colleges have participated during the past year: Newark State College, Paterson State College, Bloomfield College and Montclair State College. Member colleges of the New Jersey Education Consortium and other colleges throughout the state will be invited to participate in the 1970-71 workshops. Twenty UEC interns will participate and be trained to serve as observers, recorders and, eventually, co-trainers.

7C

(c) Community field service program - 20 interns, 3 credit hours

The program is a coordinated effort to have different departments in the College and local public and private agencies work together in creating relevant and meaningful community interns. The project began last year as a UEC program and has developed into a campus wide clearing house for the placement, the on-the-job-training and supervision of students working on community and human service projects. Emphasis during the coming year will be placed on creating field assignments which will provide interns with some insight into, local social problems.

(d) Community school program - 10 interns, 3 credit hours

The Urban Institute in cooperation with the Urban League of Essex County will continue offering two Adult Basic Education (ABE) courses to community residents at the Glenfield School in Montclair. Formal classes and tutoring of ABE students will provide interns the opportunity of earning field service credit. In the fall, the program will also include GED and CLEP instruction.

(e) Inner-city skills development and training centers
(A teacher assistant program - 35 interns, 3 credit hours; a professional semester option - 30 interns, 13 credit hours)

The proposed Center programs would involve two groups of interns:

(1) A teacher assistant program will involve establishing special study skills development centers on campus and in a Newark evening school next fall. Such centers are now being conducted for Spanish-Speaking Teacher Corps participants in Paterson, Union City and Newark. The centers offer supplementary instruction to off-campus students, particularly those living in disadvantaged, inner-city areas. The proposed centers would also help recruit new UEC interns and college students. Interns participating in center programs would earn field work for teaching by offering tutorial and/or supervisory assistance services.

(2) Professional Semester Option has encouraged an increasing number of Montclair State College undergraduates to elect an Educational Semester of practice teaching in an urban school. Five or ten interns will join an equal number of Montclair State College students in

7d

creating a mid-city training site where it would not be economically feasible for either group to do so alone. The proposed centers will be located in areas near the College and will include at least one bilingual group in Passaic or Paterson.

(f) Leadership training in urban recreation seminars - 10 interns, 3 credit hours.

Twenty-five tenth and eleventh grade Upward Bound students who participate in the NCAA summer pre-service institute will continue meeting every Saturday morning throughout the fall and spring semesters. Ten UEC interns specializing in physical education will work with the students in developing leadership skills.

(g) Proposal development and writing seminar - 20 interns, 3 credit hours.

Interns involved in the Montclair State College phase of the statewide UEC program have developed proposals requesting state funds to carry out innovative programs in school systems where they are teaching. The initiative taken by the interns points up the need to provide UEC interns with special assistance in proposal research, development and preparation and to encourage the interns to practice the art of grantsmanship as a means of bringing about change in their school system. The proposed seminars will use professionals who develop proposals for federal, state, local and private foundation programs. They will provide interns with such information as (1) how to identify programs which provide funds for specific educational efforts; (2) the process involved in developing a proposal; and (4) the resources which can be used to carry out the project. Also, expertise will be made available to help interns develop the many skills involved in actually writing a proposal, preparing proposed budgets and following a proposal through to funding.

(h) Community workshop skills development seminar - interns, 3 credit hours

A special series of seminars will be held to provide interns with the knowledge and skills required to plan, and develop and conduct workshops on urban social problems in the communities where they are teaching. Instruction will involve the many techniques involved in organizing and implementing a community workshop.

Interns will be encouraged to use workshops as a way of becoming involved in community affairs.

(i) A drug abuse institute for school personnel - 20 interns, 3 credit hours

The proposed Institute will offer inter-disciplinary training to all school personnel in an intensive effort to curb the rising use of drugs by students in public schools. Addicts involved in rehabilitation programs and professionals working in the many different aspects of drug abuse will be recruited to provide special instruction to interns and other school personnel in the program. Special attention will be given on how to identify students using drugs and how to work with the students, the family and the community in handling drug abuse in schools. The Institute will begin collecting and documenting factual and objective information which can be made available to students, parents and school representatives concerning drug abuse. College and school personnel will be encouraged to work together in providing adequate referral services to student users and to create an educational program on drug abuse for interested people in the community. The proposed Institute will operate under the general supervision of the College Division of Community Services. Faculty will be drawn from the Panzer School of Health and Physical Education. Co-adjutant staff personnel will be selected on the basis of a candidate's experience with drug problems in inner cities.

(j) Inner-city economics - 20 interns, 3 credit hours.

The proposed seminars will provide interns with intensive analysis of practical economics in urban areas. Consumer fraud, minority representatives in the business community, buying boycotts as a form of political action, the inner-city business community and other aspects of economics in urban areas will be discussed. Black capitalism, business coalitions and aid to small business will be included. The program is designed to assist the New Jersey Center for Economic Education, an existing agency within the College Division of Community Services, to extend its efforts to deal realistically with the problems of teaching economics in the 1970's.

(k) UEC curriculum development workshop - 20 interns, 3 credit hours

Interns involved in classroom teaching will be admitted to a special workshop series in which they will be required to assist in the refinement and revision of curricula. They will be offered training experience in curriculum development as a collaborative student-teacher effort. Interns will work in teams in drafting recommended curriculum changes and justification for the suggested revisions. Intern recommendations will be based upon their actual classroom and/or community experience. The proposed workshops will offer interns the opportunity of initiating projects-for-credit and/or independent study which will relate education to the immediate and critical needs of existing social problems. Successful programs are expected to be included as regular fare in subsequent offerings of the College.

Through this proposed interfacing, it will be possible to spread the influence of B-2 over a much larger geographical area of the state. Participants can be brought into the pre-service training program which will be conducted in intensive field-experience programs this summer by providing housing for the short-term period, and then returning to their home area for the continuation of the training program during the school year.

This proposal will enable the Title VII project during 1970-71 to greatly magnify the influence of the relatively limited training budget suggested. It will obviously require a considerable amount of coordination between B-2 and Title VII staffs. Such cooperation should be possible because to the overlapping responsibilities Montclair State College will have the two bilingual programs. An abstract of the 1970-71 program follows:

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3, 7, 8

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify) demonstration lessons
8- seminars

(A teacher exchange program will become operational in '70-'71 with the Dept. of Instruction in Puerto Rico)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1 See xerox
How? (specify) Montclair State College

8.6 Paraprofessional's role: 8.6 2, 3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

cp 8

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 3 8
(mark all that apply) B 3, 8

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers		
3-project's teachers	X	X
4-other (specify)		
8-Bilingual Coordinator	X	X

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	ns	
2		
3		

1-bilingual
2-bicultural
3-N-NT (specify background)

8.9 Training is provided: 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

cp 8

8.10 Extent of training: 8.10 A 2

A	B (indicate no. of hours)	
1-approximately equivalent to a college course	5	weekly
2-more than one course	6	monthly
3-less than one course	7	bi-monthly
4-other (specify) _____		

B 5 _____
6 _____
7 _____
c. 6 wks

8.11 Number and Proportion of teachers attending training: 8.11 no. ns %
or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
6-most
7-many
8-few

ers for joint lesson planning. 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1 — See xerox
How? (specify) Montclair State College

8.6 Paraprofessional's role: — 8.6 2,3

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

cp 8

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 3,8 B 3,8

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	X	X
4-other (specify)		
8-Bilingual Coordinator	X	X

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8 (no. / %)
1-bilingual — 1 ns
2-bicultural — 2 ___
3-N-EMT (specify background) — 3 ___

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

cp 8

8.10 Extent of training: — 8.10 A 2

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ___ 6 ___ 7 ___
c. 6 wks

8.11 Number and Proportion of teachers attending training: — 8.11 (no. / %) ns

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2,3,6,7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire - checklists
8-other (specify) _____

cp 75

8.0

STAFF DEVELOPMENT IN-SERVICE COMPONENT

The staff shall attain a high degree of competence in bilingual education and secure attitudes to reach the goals of the program. There will be pre-service and in-service workshops and frequent conferences with the coordinator to further develop staff competence. Contacts with other communities that have "successful" bilingual programs will be emphasized. Participation in college courses which would be useful to staff in a bilingual program will be recommended. Assessment of staff development will be made by program coordinators.

IN-SERVICE STAFF DEVELOPMENT SCHEDULE

AUGUST - SEPTEMBER	Pre-Service Workshops Organization & Implementation of Programs Testing & Evaluation Workshops
SEPTEMBER - NOVEMBER	In-Service Meetings (Demonstration & Seminars) Reading & Language Arts Spanish - ESL - SSL
DECEMBER - FEBRUARY	In-Service Meetings (Demonstation & Seminars) Social Studies/Science
FEBRUARY - MARCH	Mathematics (Demonstrations & Seminars)
APRIL - MAY	Art & Music (Demonstrations & Seminars)
JUNE	Evaluation of Second Year's Program (Seminar) Suggestions for In-Service for Third Year

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching "teamed concept"
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
8-other (specify) community liaisons
9-Curriculum and Instruction Coordinator

10.1 1

10.2 2,3,4,8,9

10.3 Average number of pupils per class:
0-not specified

10.3 25

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 NS

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 NS

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,6,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	NE DOM NEMT	E DOM EMT	E DOM NEMT
0			
1	____	____	____
2	____	____	____
3	X	____	____

11.1 I 3
II ns
II ns

10.3 Average number of pupils per class: 10.3 25
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 NS
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 NS
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 6, 5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM EMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X		

11.1 I 3
II NS
II_1 NS

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 9 infer (K-8)

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 (9) 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =
2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14=K
code: C= N.A. (if no EMT) II NS
II_1 NS

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			✓												
II E DOM															
II_1 E DOM/NEMT															

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM	---	---	---	---	X	---	---	---
II E-DOM - EMT	---	---	---	---	X	---	---	---
II$_1$ E-DOM/NEMT	---	---	---	---	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 7-9
II 7-9
II$_1$ ---

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ ---
II 8

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	X	---	---	---	---
II$_2$ N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Cp 190

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 8

O=not specified/Grade 1 2 3 4 5 6 7 (8) 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	ns	ns		K ns
1	ns	ns	S, SS, Lang. Arts	1 ns
2				2
3				3
4				4
5				5
6				6
7	165	300	SS, M, S	7 Approx 50%
8	165	300	SS, M, S	8 50%
9				9
10				10
11				11
12				12

* Cp 13

See xerox

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

pp 63 (90% of the instructional program will be in Spanish - 10% in Eng.)

11.10 11.11 11.12

projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	X	...	...	...	...
IIa N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Cp190

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 8

O=not specified/Grade 1 2 3 4 5 6 7 (8) 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	ns	ns		K ns
1	ns	ns	S, ss, Lang Arts	1 ns
2				2
3				3
4				4
5				5
6				6
7	165	300	ss, M, S	7 Approx 50 %
8	165	300	ss, M, S	8 50 %
9				9
10				10
11				11
12				12

* Cp13

See xerox

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

pp63 (90% of the instructional program will be in Spanish - 10% in Eng.)

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
K				K
1				1
2				2 ns
3				3
4		see	xerox	4
5				5
6			attached	6
7	50	300		7 Approx 15 %
8	50	300		8 15 %
9				9
10				10
11				11
12				12

* K- these classes have been conducted in Spanish with all the children going to a special teacher of ESL in small groups for one period a day.

1st grade - A completely bilingual teacher conducts the 1st grade class in Spanish in the morning and in English in the afternoon. Spanish language (including reading), Social Studies, and Science are taught in the morning. In the afternoon, she teaches them ESL and Math in English

11.7

SAMPLE PROGRAM SCHEDULE: GRADES 7 & 8 SPANISH DOMINANT

TIME	TOPIC		INSTRUCTIONAL MEDIUM
8:45-9:00	Home Room	Mixed Groups	Spanish/English
9:00-9:45	Art-Shop 9 week Music-Sewing cycle	Mixed Groups	English
9:45-10:30	Science		Spanish
10:30-11:15	Physical Education	Mixed Groups	English
11:15-12:00	Social Studies		Spanish
12:00-12:50	Lunch		
	Home Room	Mixed Groups	Spanish/English
1:00-1:30	Enrichment	Mixed Groups	Spanish/English
1:30-2:15	Language Arts		English
2:15-3:00	Mathematics		Spanish

SAMPLE PROGRAM SCHEDULE: 11.14 GRADES 7 & 8 ENGLISH DOMINANT

TIME	TOPIC		INSTRUCTIONAL MEDIUM
8:45-9:00	Home Room	Mixed Groups	Spanish/English
9:00-9:45	Art-Shop 9 week Music-Sewing cycle	Mixed Groups	English
9:45-10:30	Science	Mixed Groups	English
10:30-11:15	Physical Education	Mixed Groups	English
11:15-12:00	Social Studies		English
12:00-12:50	Lunch		
	Home Room	Mixed Groups	Spanish/English
1:00-1:30	Enrichment	Mixed Groups	English/Spanish
1:30-2:15	Language Arts		English
2:15-3:00	Mathematics		English

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language 11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
K				K
1			ns	1
2				2
3				3
4				4
5				5
6				6
7				7
8			see xerox - opposite page	8
9			10 a	9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Teachers will present content in the dominant language (Spanish) most of the time and gradually increase the use of the second language. (English)

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
K			ns	K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

see xerox - opposite page
10a

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Teachers will present content in the dominant language (Spanish) most of the time and gradually increase the use of the second language. (English)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

p3 C

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB ns
IIB ____

1-concurrently with dominant language listening-speaking skills	---	---
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---	---
3-a specified period of time after listening-speaking skills in dominant language taught	---	---

13.2 ALM sequence followed:

13.2 IA 2
IB ns
IIA ns
IIB ns

1-Listening-speaking proficiency precedes introduction of reading	---	ns	ns ---
Cp 14 2-Reading is taught concurrently with listening-speaking skills	X	---	--- ---
3-Learning to read overlaps learning of listening-speaking skills			

Cp 14 7-materials are provided for use in home by parents

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB ns
IIB

1-concurrently with dominant language listening-speaking skills		---		---
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---
3-a specified period of time after listening-speaking skills in dominant language taught		---		---

13.2 ALM sequence followed:

13.2 IA 2
IB ns
IIA ns
IIB ns

1-Listening-speaking proficiency precedes introduction of reading	---	ns	ns -	---
Cp 14 2-Reading is taught concurrently with listening-speaking skills	X	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA ns
IB
IIA
IIB

1-measure of listening-speaking proficiency	---	---	---	---
2-informal assessment by teacher	---	---	---	---

13.4 Second language reading skills are learned:

13.4 IB 1
IIB ns

1-concurrently with learning to read in dominant language		X		---
Cp 14 2-after a specified level of dominant language reading competence achievement		---		---
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---
4-before learning to read in dominant language		---		---

12a

Elementary bilingual program

At each of the aforementioned schools there will be two bilingual classes, one for Spanish Dominant children and the other for English Dominant children at the second-grade level.

From 8:30 A.M. to 11:00 A.M. the Spanish Dominant children will receive instruction primarily in Spanish from a native speaker of Spanish who is bilingual and a bilingual assistant teacher. The English Dominant children will receive instruction primarily in English from a native speaker of English who is bilingual and a bilingual assistant teacher.

From 12:00 Noon to 2:30 P.M., the Spanish Dominant and English Dominant children from the two classrooms will meet and receive instruction jointly.

MORNING

SPANISH DOMINANT - CLASS A

Teacher: Native speaker of Spanish

Assistant: Bilingual

Instruction: Primary Spanish

ENGLISH DOMINANT - CLASS B

Teacher: Native speaker of English

Assistant: Bilingual

Instruction: Primary English

AFTERNOON

ENGLISH DOMINANT FROM CLASSES A & B

Teacher: From Class A

Assistant: From Class A

Instruction: Spanish as a Second Language, advanced English plus bilingual activities in Arithmetic, Art, etc.

SPANISH AND ENGLISH DOMINANT FROM CLASSES A & B

Teacher: From Class B

Assistant: From Class B

Instruction: English and Spanish as a Second Language plus bilingual activities in Arithmetic, Art, etc.

In addition to the bilingual classes, provisions will be made to hire an ESL teacher who will service those boys and girls in the three elementary schools who are not in the bilingual classes.

The roll of the bilingual coordinator is to:

1. oversee the program
2. recruit bilingual teachers and assistants
3. develop curriculum
4. order materials

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1
1	X				IB ns
2					IIA
3					IIB
13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	X				13.6 IA 1
					IB ns
					IIA
					IIB
13.7 Grade level reading is expected: 1-in first grade					13.7 IA ns
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5
II

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

X

13.6 IA 1
IB ns
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA ns
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5
II

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.	X	
0-not specified		
6-other (specify)		

Cp 14

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.				
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.				
3-Other (specify)				
0-Not specified				

15.0 IA 2
IB 2
IIA
IIB

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB	
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	✓				SRA
2-Basal readers	✓	✓			Laidlaw Lancaster
3-Dialect readers					
4-Experience charts (stories dictated by children)					

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA IIA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	X	X
2-dialog memorization		
3-choral repetition		

Cp87

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

C-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB	
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	✓				SRA
2-Basal readers	✓	✓			Laidlaw Lancaster
3-Dialect readers					
4-Experience charts (stories dictated by children)					

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
cp87 (1)-pattern drills	X	X
2-dialog memorization		
3-choral repetition		
4-songs		
5-programmed instruction, EFI Language master		
6-stories read to children		
AUDIO VISUAL AIDES		
(7)-films, filmstrips, slides	X	X
cp26 8-flannel or magnetic boards		
9-realia, graphic displays		
(10)-records, tapes	X	X
(11)-listening centers	X	X
12-multi-media approach		
Experiential:		
13-role playing		
14-puppetry		
15-experience charts		
(16)-primary typewriter	X	X
17-learning through direct experience with materials e.g. Montessori		
18-activity centers-chosen by child		
19-other (specify)		
Learning outside the classroom:		
20-field trips		
21-suggested TV programs		
22-other (specify)		
28-Cooking Utensils & hot plates	X	X

16.4 The sources of Non-English materials and textbooks are: 16.4 3, 4
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)- visitations to other districts will be scheduled to further acquire & develop materials
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
Cp 12 8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
Attempts will be made to further acquire, adapt & develop materials

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Cp 39 xerox 15 a-d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2, 4, 5, 6 & 8
0-not specified
Pupils of both linguistic groups are in elementary program:
1-always mixed for all learning
(2)-mixed for language learning in afternoon
3-mixed for some academic subject learning
(4)-mixed for non-academic learning; art, music, gym, health in afternoon
(5)-separated for native and second language learning into dominant language groups in morning
(6)-separated for most academic subject learning into dominant language groups in morning
Cp 18 7-never mixed for language or other academic learning
8-other (specify) 7+8: mixed classrooms for part of day. Separated for learning thru dominant language.
n.a. - (no LMT students)

17.2 Students are grouped for language instruction: 17.2 2
(mark all that apply) A-more than ½ the time B Less than ½ the time

	A	B
0-not specified		
1-total class		
2-small groups (specify size)	✓	
3-individual instruction		

See 11.7.

Pp 65 See Xerox I attached

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age	✓	✓	

(specify how this is determined)

Cp12 8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

Attempts will be made to further acquire, adapt & develop materials

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Cp39 xerox 15 a-d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2,4,5,6 & 8
0-not specified
Pupils of both linguistic groups are in elementary program:
1-always mixed for all learning
(2)-mixed for language learning in afternoon
3-mixed for some academic subject learning
(4)-mixed for non-academic learning; art, music, gym, health in afternoon
(5)-separated for native and second language learning into dominant language groups in morning
(6)-separated for most academic subject learning into dominant language groups in morning
Cp19 7-never mixed for language or other academic learning
8-other (specify) 7+8": mixed classrooms for part of day. Separated for learning thru dominant language.
n.a. - (no LMT students)

17.2 Students are grouped for language instruction: 17.2 2
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
Pp65 2-small groups (specify size) ✓
3-individual instruction
See XeroxI attached

See 11.7.

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
1-by age	✓	✓	
2-by native language	✓	✓	
Cp18 3-by dominant language	✓	✓	
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable			
See XeroxII no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 NS
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

15a (16.5)

MATERIALS - KINDERGARTEN (PATERSON)

1. Materials normally provided by the school districts are used for native English speakers.

2. LANGUAGE ARTS - Spanish

   a. Desfile de Colores - Cultural Centroamericana S.A. Guatemala

   b. Jardines de la Infancia - Cicli I - A.N. Palmer - New York

   c. Mis primeros trazos - Ciclo II - A.N. Palmer - New York

   d. En el hogar y en la escuela - Laidlaw Brothers

3. LANGUAGE ARTS - English

   Materials to be used will be provided by the school system

4. REFERENCE MATERIALS - Spanish

   a. Folkore Puertorriqueno - Instituto de Cultura Puertorriquena, San Juan, Puerto Rico

   b. Cuentes en espanol (1 set) - Editorial La Gran Enciclopedia Vasca - Murcia, Espana

   c. El Mundo y mi comunidad - Cultural Centroamericana, S.A. Guatemala

   d. Mi Pueblo y su gente - Cultural Centroamericana, S.A. Guatemala

   e. Habia una vez - National Textbook Company - Skokie, Illinois

   f. Games and Songs -
   Lecturas infantiles de Espana y America

   g. Records and filmstrips

      1. Baladas - record

      2. Pedro aprende a lavarse los dientes - filmstrip and record

      3. A Pedro le gusta la buena comida - filmstrip and record

   h. Teaching Kindergarten Day by Day - (can be used by both English and Spanish teachers)

5. Second Language Development

English Speakers - Hablan los Ninos - National Textbook Company - Skokie, Illinois

Spanish Speakers - Learning English Early - Region One Service Center - Edinburg, Texas

15 C

MATERIALS - GRADE ONE (PATERSON)

READING

Spanish: Por el Mundo del Cuento y la Aventura, Laidlaw
English: Either books used by system or Miami Linguistics

ARITHMETIC

We will use the texts which are used in the school system

SOCIAL STUDIES

English: SRA Our Working World, Book I
Spanish: Mi Pueblo y su Gente - Cultural Centroamericana, Guatemala

SCIENCE

Spanish: Naturaleza y Vida - I
English: We will use the texts which are used in the school system

LANGUAGE ARTS

Spanish: Let's Speak Spanish, McGraw-Hill (Schmitt)
English: Learning English Early, Region One Service Center

PENMANSHIP

Spanish: Mi Primer Libro de Escritura - The A.N. Palmer Co.- Chicago - New York
English: We will use the texts which are used in the school system

LIBRARY BOOKS

Kairos (Publishers)
- Imagenes y Palabras
- Luz y Color
- Burbujas de Colores
- Campanita
- Lengua Espanola

Jesus Pita
- Elena y Dani PreP
- Elena y Dani Workbook
- ABC PreP
- Buenos Amigo Primer
- Buenos Amigos Workbook

Las Americas
- Canta y no Llores
- Morma, Rosita y Juanito
- Daroqui - Mi primer Diccionario
- Fabian
- Rosario - ABC de Puerto Rico
- Geografia de Puerto Rico

Jesus Pita
- El Ratoncito Aventurero
- La liebre y la tortuga
- Caperucita Roja
- La gallinita que sembro maiz
- Pulgarcito
- Los tres cerditos y el lobo
- El patito feo
- Miaw el gatito
- El barco de los animales
- El pollito travieso

Gessler Publishing Co., NEW YORK - International Book Corp. - Miami, Florida

SUPPLEMENTARY MATERIALS

- Aires Favoritos
- Record: Pan American Folk Dances
- American Folk Tales (Spanish Version)

15 d

MATERIALS - GRADE TWO (LAKEWOOD-PATERSON)

READING

Spanish Speakers
English: Miami Linguistic Readers, D.C. Heath
Spanish: Por el Mundo del Cuento y la Aventura, Laidlaw

English Speakers
English: Either books used by systems or Miami Linguistics

ARITHMETIC

We will continue to use the texts which are used within the school system

SOCIAL STUDIES

SRA Our Working World, Book 2
El Mundo y Mi Comunidad - Cultural Centroamericana, S.A.- Guatemala

SCIENCE

English: We will use the texts provided by the school system
Spanish: Naturaleza y Vida - 2 - Editorial Magisterio Espanol, S.A. Madrid, Espana

LANGUAGE ARTS

English: Learning English Early, Region One Service Center
Spanish: Let's Speak Spanish, McGraw-Hill (Schmitt)

PENMANSHIP

English: We will use the texts provided by the school system
Spanish: Mi Segundo Libro de Escritura - The A.N. Palmer Co.- Chicago, New York

LIBRARY BOOKS

Jesus Pita Publishers

El enano Saltarin
La casita del bosque
La granja de los animales
El cuento de la vaca
Famosos cuentos de hadas
Historias de animales
Chanchito volador
La casita de chocolate
Don Perrito
Los dos valientes
Cuentos y Adventuras
El castillo Misterioso

REFERENCE MATERIALS

Lengua Espanola-Segundo grado
Mi escuela-Segundo de lectura
Mi escuela-Workbook
Habia Una Vez-Segundo de lectura
Imagenes y palabras II-Lenguaje Segundo
Imagenes y Palabras II-Teacher's Guide

Library Books in English:
We will use those books which will be in the classroom supplied by the school system.

18.3 Parent tutoring: (mark all that apply) 18.3 6

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
(6)-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

p p64

19.0 CURRICULUM PATTERNS 19.0 2, 3, 4

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day — 1st year
(3)-flexible or modular scheduling
(4)-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

p p28

see xerox 16a

Flexible, rather than rigid fixed time and curriculum patterns based on the needs of children and on their performance in the particular instructional areas.

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 ns
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation,

p64 7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2, 3, 4

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day — 1st year
p28 (3)-flexible or modular scheduling
(4)-small group instruction — see xerox 16a
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Flexible, rather than rigid fixed time and curriculum patterns based on the needs of children and on their performance in the particular instructional areas.

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned — 20.1 ns
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned — 20.2 n.s.
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

16a

(19.0) Curriculum Patterns

Daily Schedule

Since we will be utilizing the language experience approach, it would be impossible to follow a prescribed daily schedule broken down into specified time periods. The room will be arranged in learning centers which will incorporate all the learning areas and the children will move from center to center throughout the course of the day. The learning and movement from center to center will be accomplished in small groups, subsequently the time for a particular learning will be different for each child. It is expected that the child will have the opportunity to participate daily in the language arts, arithmetic, social studies, and science which will be conducted in Spanish. An hour will be provided each day in the afternoon for English instruction by the language arts specialist. The minor areas of music, art, physical education and library will involve a half hour per week period taught in English.

21.0 SELF-ESTEEM 21.0 ns

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

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1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2
1-bilingual alone
(2)-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-MT culture, please summarize below: (or attach xerox)
found in document _____, page # _____.
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-MT culture involves (mark all that apply) 23.4 ns
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NMT or MT
8-Other (specify)

23.5 American culture is defined: 23.5 ns
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 O
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 ns
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 ns
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3,5,9,11,12,6 23

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
(3) ews sent to mass media.
4-if articles included with project, check 4
(5) bilingual fliers sent home
(6) formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
(9) home visits
10-other (specify)
(11) -project director personally involved in program dissemination. specify how: Works in close liaison with local Spanish-speaking community groups.
(12) class visits · because the teacher spoke Spanish, parents visited school
(23) Speakers who disseminate information about program to community in Lakewood, and adjacent communities

Cp11 Cp8 Cp164 Cp118

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4, 8

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4) community advisory groups: encouraged to plan and oversee project and are consulted and requested to make recommendations concerning hiring.
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
(8) -project director personally seeks involvement of community in program. specify how: Work in close liaison with the local Spanish-speaking community groups.

Cp8 Cp164

24.5 The school keeps informed about community interests, events and problems through: 24.5 1

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 0

0-not mentioned
no-school is not open to community for community use

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how: works in close liaison with local Spanish-speaking community groups.
12 class visits - because the teacher spoke Spanish, parents visited school
23 Speakers who disseminate information about program to community in Lakewood, and adjacent communities

Cp11 Cp8 Cp164 Cp118

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4, 8

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups: encouraged to plan and oversee project and are consulted and requested to make recommendations concerning hiring.
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how: Work in close liaison with the local spanish-speaking community groups.

Cp8 Cp164

24.5 The school keeps informed about community interests, events and problems through: 24.5 1

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 0

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 2, 3

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

} mass media

25.2 Project's impact: 25.2 8

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

cp11 ⑧ An increased interest in bilingual education has become evident in Lakewood and surrounding communities as demonstrated by lectures given to groups.

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 ns

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 ns

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 ns

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 ns
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 4
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

cp51 cp51 cp7